OFFICE OF THE VICE PRESIDENT OF INSTRUCTION
CURRICULUM AND GENERAL EDUCATION COMMITTEE

Memorandum

TO: Curriculum and General Education Committee
K. Bandy, D. Bell, K. Carlson, M. Mayfield, T. Mendoza, R. Murillo, M. Oja, J. Rangel-Escobedo, A. Rashvand, D. Rodenhauser, D. Vohnout, N. Woodall, B. Young, D. Salas-ASO Representative, and PTK Representative

FROM: Dr. Vicki Jacobi, Vice President Academic Senate, Co-Chairperson
Dr. Leslie Minor, Vice President of Instruction, Co-Chairperson

DATE: May 2, 2022

SUBJECT: Next Meeting’s Agenda

A Special Curriculum and General Education Committee will be held on Thursday May 5, 2022, from 1:10 p.m. to 2:30 p.m. in LB-311, Taft College, 29 Cougar Ct., Taft CA 93268

AGENDA

I. PUBLIC COMMENTARY
The Committee welcomes participation at Curriculum Committee Meetings. Members of the public may address the Committee on any item of interest to the public that is scheduled on the agenda. For everyone to be heard, please limit your comments to 5 minutes or less.

II. APPROVAL OF MINUTES: ACTION ITEM
A. April 21, 2022, Curriculum & General Education meeting -suspended until regular meeting

III. DISCUSSION ITEMS:
A. Curriculum and General Education Committee charter re: voting

IV. CONSENT ITEMS: ACTION ITEM

Items listed under the CONSENT ITEMS are considered routine and are acted on by the Committee in one motion. There is no discussion of these items before the Committee vote unless a member of the Committee, staff, or public requests specific items be discussed and/or removed from the Consent Agenda. Any person can pull items from the consent agenda and moved to new business, to be discussed and voted on individually. Items typically on consent are course outline of record under five-year review, renewal of distance learning modality or inactivation of course (removal from Chancellor Office Inventory of Courses).

A. None
V. NEW BUSINESS: ACTION ITEMS

A. Vote Course Revisions
1. STSU 1016 College Survival (3)
2. STSU 1017 Becoming A Successful Online Student (10)
3. STSU 1500 Strategies for College and Life Management (16)
4. STSU 1530 Transitioning from High School to College (23)
5. STSU 1550 Funding a Transfer Plan (30)

B. Board Policies
1. AP/BP 4025 Philosophy and Criteria for Associate Degree & General Education (37)
2. AP/BP 4100 Graduation Requirements for Degrees & Certificates (41)

VI. ADJOURNMENT

VII. NEXT MEETING: Thursday May 19, 2022, from 1:10 p.m. to 2:30 p.m. in the Cougar Room.

5-2-2022 (date)

*Program Status, please see the table below:

<table>
<thead>
<tr>
<th>Program</th>
<th>Tech Review Approved</th>
<th>C &amp; GE Approved</th>
<th>Board Approved</th>
<th>State Approved</th>
<th>Notes</th>
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<td>Administration of Justice ADT</td>
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<td>Spring 2021</td>
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<td>Spring 2021</td>
<td>Spring 2021</td>
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* New Program
To: Dr. Leslie Minor Chief Instructional Officer
Dr. Vicki Jacobi, Curriculum Co-Chair
From: Juana Rangel-Escobedo
Division: Learning Support Division
Date: 11/10/2021
Re: STSU 1016 College Survival

Type of Curriculum Change:
☐ New Course*
☒ Nonsubstantial Course Change*
☐ Substantial Course Change*
☐ Course Inactivation

For Course Changes, why is this course being updated?
☐ For C-ID
☒ As part of the 5 year review cycle
☐ Other (please explain): ________________________________

For New Courses, please enter a justification for the request:

Please enter a brief description of the background and rationale for the course. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines:

N/A

Programs Affected/Stand Alone:

Please list all degrees and certificates affected:

None

☐ Addition to Taft College General Education:

☐ Natural Science ☐ Social & Behavioral Science ☐ English Composition
☐ Humanities ☐ Communication & Critical Thinking

*SLOs are required
Justification for Addition to Taft College General Education:

*Please list the General Education SLOs this course meets:

Click here to enter text.
Student Success (STSU) 1016 College Survival (1 unit)
[formerly Psychology 48, Psychology 1516]

**Prerequisite:** None

**Advisory:** Eligibility for English 1000 and Reading 1005 strongly recommended

**Hours and Unit Calculations:**
Total Hours: 16 hours lecture. + 32 Outside-of-class-hours (48 Total Student Learning Hours) 1 Unit

Catalog Description: The course focuses on effective strategies and techniques of reading, listening, taking useful notes, planning a time schedule, memory techniques and preparation for examinations. The course also includes an overview of college-community resources available to students as well as the following areas of importance for success in college: critical thinking, relationships, health, money, self-appraisal and the importance of setting future educational and career goals. Not open to students who have successfully completed Psychology 1516 or 48.

Type of Class/Course: Degree Credit

Text: None

Additional Materials: None

Course Objectives:

By the end of the course, a successful student will be able to
1. read the college catalog and explain rules, regulations and requirements for completion of an academic program,
2. list campus/community resources available to help the student succeed in college career,
3. design a daily/weekly time schedule and monthly calendar to allow for the completion of academic, work, home tasks in a timely manner,
4. analyze textbook formats for quick content overview and recall for examinations,
5. describe selected methods for taking lecture notes,
6. describe selected methods for taking multiple choice, true-false and essay examinations,
7. explain techniques helpful in overcoming test anxiety, and
8. identify health habits that are conducive to a successful academic, social and personal lifestyle.
9. describe selected memory techniques,
10. exhibit basic knowledge of critical thinking process,
11. demonstrate communication skills through interaction with students with disabilities, differing cultures, gender in the process of applying interpersonal skills,
12. demonstrate knowledge of money management techniques,
13. demonstrate knowledge of college survival skills through use of pre and post Discovery Wheel
assignment, and
14. exhibit ability to access various resources for career and educational goal setting.

Course Scope and Content:

Unit I  Introduction
A. Syllabus 
B. Grading system 
C. Student/instructor responsibilities 
D. Motivation 

Unit II  The College Scene
A. On-Campus/Community Resources and Services/
   a. Library 
   b. Tutoring 
   c. Supplemental Instruction 
   d. EOPS/CARE 
   e. CalWORKs 
   f. DSPS/High Tech Center 
   g. Promise 
B. Community Resources 
B. Time management 
C. Library 

Unit III  Learning Techniques and Skills 
A. Reading 
B. Note taking 
C. Test taking 
D. Memory 
E. Introducing Critical Thinking 
F. Mindset 
G. Writing Styles 
H. Time Management 

Unit IV  Self-Appraisal and Goal Setting 
A. Relationships 
B. Health 
C. Money Management/Financial Aid 
D. Financial Aid 
E. Career Planning 

Learning Activities Required Outside of Class: 

The students in this class will spend a minimum of 2 hours per week outside of the regular class time doing the following:

1. Studying 
2. Answering questions 
3. Skill practice 
4. Completing required reading
5. Problem solving activity or exercise

Methods of Instruction:

1. Lectures
2. Class discussion
3. Audio-visual presentation

Methods of Evaluation:

1. Substantial writing assignments, including:
   a. essay exams
   b. written homework
2. Skill demonstrations, including:
   a. class performance
3. Other examinations, including:
   a. multiple choice
   b. matching items
   c. true/false items
   d. fill in the blank

Supplemental Data:

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<th>493014: Study Skills</th>
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<td>Cooperative Work Experience:</td>
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<td>Taft College General Education:</td>
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</tr>
<tr>
<td>Discipline</td>
<td>Counseling</td>
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**Course Level SLOs:** STSU 1016- College Survival

<table>
<thead>
<tr>
<th>Course Level SLO</th>
<th>Institutional SLO(s) aligned with</th>
<th>Examples of Assessment(s)*</th>
</tr>
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<tbody>
<tr>
<td>Use decision-making techniques and strategies to explore institutional and community resources.</td>
<td>Communication Critical Thinking Community and Global Consciousness Discipline Content</td>
<td>Class participation and exams</td>
</tr>
<tr>
<td>Recognize personal values regarding academic expectations</td>
<td>Communication Critical and Creative Thinking Community and Global Consciousness Discipline Content</td>
<td>Self-assessments and written reports; Journals</td>
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(You may add or delete as many cells as you need. Aim for a manageable amount of SLOs that indicate the most important outcomes of your course.) *These assessments reflect multiple instructors. Not all instructors use all of the assessments listed here. Instructors may use different assessments at their discretion. [Delete this comment if you are a discipline of one instructor or if the comment does not apply to your discipline.]

Reviewed by: J. Rangel-Escobedo on: Fall 2021
To: Dr. Leslie Minor Chief Instructional Officer
    Dr. Vicki Jacobi, Curriculum Co-Chair
From: Juana Rangel-Escobedo
Division: Learning Support Division
Date: 11/10/2021
Re: STSU 1017 Becoming a Successful Student

Type of Curriculum Change:

☐ New Course*
☒ Nonsubstantial Course Change*
☐ Substantial Course Change*
☐ Course Inactivation

For Course Changes, why is this course being updated?

☐ For C-ID
☒ As part of the 5 year review cycle
☐ Other (please explain):_______________________________________________________

For New Courses, please enter a justification for the request:

Please enter a brief description of the background and rationale for the course. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines:

N/A

Programs Affected/Stand Alone:

Please list all degrees and certificates affected:

None

☐ Addition to Taft College General Education:

☒ Natural Science    ☒ Social & Behavioral Science    ☐ English Composition
    ☐ Humanities    ☐ Communication & Critical Thinking

*SLOs are required
**Justification for Addition to Taft College General Education:**

*Please list the General Education SLOs this course meets:*

Click here to enter text.

*SLOs are required*
Student Success (STSU) 1017 Becoming A Successful Online Student (1 Unit)
[formerly Psychology 46, Psychology 1517]

Prerequisite: None

Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended

Hours and Unit Calculations:
Total Hours: 16 hours lecture 32 Outside-of-class-hours (48 Total Student Learning Hours) 1 Unit

Catalog Description: This course covers the basics of taking an interactive, asynchronous, distance education course via the Internet Learning Management System (LMS). Use of e-mail, etiquette for online class interactions such as discussion groups, location of LMS resources, online soft skills including and downloading, copy and pasting, attaching documents, and world wide web access, equipment needs and differences between on-line, off-line, and onsite courses will be covered. The goal of this class is to better prepare students for taking on-line classes by familiarizing students with the on-line course environment and overcoming personal barriers for becoming a better student. Not open to students who successfully completed PSYC 46 or 1517.

Type of Class/Course: Degree Credit

Text: None


https://kpu.pressbooks.pub/learningtolearnonline/

Course Objectives:

By the end of the course, a successful student will be able to

1. understand the advantages and disadvantages of distance learning courses,
2. understand the process of taking an on-line course
3. be able to use and understand web pages, email, and discussion groups,
4. understand the concept of netiquette and communication in an on-line environment,
5. know how to copy and paste, attach files, and download files, and
6. understand ways to be a successful online student.
6.7 Identify personal barriers and resources to enable student success
Course Scope & Content:

Unit I  Distance Learning: College Comes to You
A. Understand distance learning concepts
B. Experience the online distance learning process
C. Identify personal attributes of successful distance learning students

Unit II  The Role of the Computer in Distance Learning
A. Understand course management systems
B. Learn how to access and use the Internet
C. Ability to send email, copy & paste, attach documents, and participate in online discussions

Unit III Overcoming Personal Barriers to Success in Distance Learning
A. Identify goals for being a successful online student
B. Ability to prioritize roles and responsibilities as a distance learning student
C. Discover ways to overcome personal barriers to successfully completing an online course

Unit IV Becoming a Better Distance Learning Student
A. Identify online and on-site support services
B. Develop time management skills
C. Improve study habits

Learning Activities Required Outside of Class:

Students will be expected to spend a minimum of 2 hours per week outside of regular class time doing the following:

1. Reading assigned textbook and related materials
2. Participating in threaded discussions
3. Completing related assignments
4. Studying for assessments

Methods of Instruction:

1. Lectures notes illustrated by written notes, charts, graphs, and relevant pictures
2. Class discussions
3. Web searches and program demonstrations will be utilized

Methods of Evaluation:

1. Weekly quizzes
2. Skills demonstrations through assignments
3. Written assignments
4. Class discussions
5. Final exam including
   a. Multiple-choice
   b. True/False
c. Essay questions demonstrating skills

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### Course Level SLOs: STSU-1017 Becoming A Successful Online Student

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<td>Student will identify necessary behaviors for successful online learning</td>
<td>Communication, Critical Thinking, Community and Global Consciousness, Discipline Content</td>
<td>Class participation and exams</td>
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<td>Recognize his/her communication style for successful online learning</td>
<td>Communication, Critical and Creative Thinking, Community and Global Consciousness, Discipline Content</td>
<td>Self-assessments and written reports; Journals</td>
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Reviewed by: J. Rangel-Escobedo on: Fall 2021
To: Dr. Leslie Minor Chief Instructional Officer
    Dr. Vicki Jacobi, Curriculum Co-Chair
From: Juana Rangel-Escobedo
Division: Learning Support Division
Date: 11/10/2021
Re: STSU 1500 Strategies for College and Life Management

Type of Curriculum Change:

☐ New Course*
☒ Nonsubstantial Course Change*
☐ Substantial Course Change*
☐ Course Inactivation

For Course Changes, why is this course being updated?
☐ For C-ID
☒ As part of the 5 year review cycle
☐ Other (please explain): ____________________________________________

For New Courses, please enter a justification for the request:

Please enter a brief description of the background and rationale for the course. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines:

N/A

ProgramsAffected/Stand Alone:

Please list all degrees and certificates affected:

None

☐ Addition to Taft College General Education:

☐ Natural Science ☐ Social & Behavioral Science ☐ English Composition

*SLOs are required
Justification for Addition to Taft College General Education:

*Please list the General Education SLOs this course meets:

Click here to enter text.
Student Success (STSU) 1500 Strategies for College and Life Management (3 units) CSU/UC

Prerequisite: None

Advisory: Eligibility for English 1500 strongly recommended.

**Hours and Units Calculations:**
- **Total Hours:** 48 Hours Lecture + 96 Outside-of-class hours (144 Total Student Learning Hours) **3 Units**

Catalog Description: This course is designed for first-year college students. It will prepare students for college life and academic success. Topics will include personal growth and development, academic goal development, campus resources, student success strategies, financial literacy, information literacy, diversity and cultural awareness, and maintaining a healthy lifestyle.

Type of Class/Course: Degree Credit


*College Success.* University of Minnesota, 2015, [https://open.lib.umn.edu/collegesuccess/](https://open.lib.umn.edu/collegesuccess/)

Additional Required Materials:

1. Taft College Catalog/Student Handbook, current edition
2. Schedule of Classes, current term

Course Objectives:

By the end of the course, a successful student will be able to:

1. Articulate their own personal values,
2. Reflect on cultural diversity and personal educational goals,
3. Identify their own learning style,
4. Apply college policies and procedures to educational goal for the purpose of increased college success,
5. Identify values and skills to help determine major and career pathway,
6. Apply strategies to a healthy lifestyle,
7. Apply student specific strategies for financial well-being,
8. Develop a comprehensive education plan for current education goal and transfer timeline

   Course Scope and Content:

   Unit I  Personal Growth and Development
   A. Self-awareness, identity and values
   B. Transition from high school to college
   C. Academic values and beliefs
   D. Assertiveness
   E. Learning Styles
   F. Money Management
   G. Relationship and conflict resolution
   H. Campus and community involvement

   Unit II  Academic Goal Development
   A. College terms and definitions
   B. Major and career exploration
   C. Degree and certificate requirements
   D. Transfer Requirements
   E. Student Education Plan

   Unit III  Campus Resources
   A. Accessing student services resources
   B. Accessing web resources
   C. Accessing library resources

   Unit IV  Academic Success Strategies
   A. Note taking skills
   B. Test taking skills
   C. Organizational skills
   D. Time Management
   E. Academic and personal integrity
   F. Computer Literacy

   Unit V  Healthy Lifestyle
   A. Nutrition and exercise
   B. Substance abuse
   C. Social media
   D. Stress management
   E. Sexual responsibility

   Unit VI  Diversity and Cultural Awareness
   A. Cross-cultural communication
   B. Stereotypes and discrimination

   Learning Activities Required Outside of Class
The students in the class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Studying
2. Answering questions
3. Completing required reading
4. Problem solving activities and exercises
5. Written work
6. Observing or participating in activity related to the course content

Methods of Instruction

1. Assigned reading from text and selected references
2. In class and online lectures, demonstrations, and films
3. Self-evaluation of student education plan
4. Self-evaluation of student wellness plan

Methods of Evaluation

1. Journals
2. Written Assignment
3. Chapter quizzes and unit test
4. Reports and/or projects/case study
5. Final Exam

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### Course Level SLOs: STSU 1500-Strategies for College and Life Management

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<th>Institutional SLO(s) aligned with</th>
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<td>Analyze and distinguish between certificate/degree options for completion of educational goal.</td>
<td>Critical and Creative Thinking Discipline Content</td>
<td>Comprehensive education plan by rubric</td>
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<tr>
<td>Differentiate between the various dimensions of health including nutrition, stress, and diseases.</td>
<td>Communication Critical Thinking Community and Global Consciousness Discipline Content</td>
<td>Class participation and exams</td>
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<td>Recognize personal values regarding academic and financial decisions.</td>
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(You may add or delete as many cells as you need. Aim for a manageable amount of SLOs that indicate the most important outcomes of your course.) *These assessments reflect multiple instructors. Not all instructors use all of the assessments listed here. Instructors may use different assessments at their discretion. [Delete this comment if you are a discipline of one instructor or if the comment does not apply to your discipline.]

Reviewed by: J. Rangel-Escobedo on: Fall 2021
To: Dr. Leslie Minor Chief Instructional Officer  
Dr. Vicki Jacobi, Curriculum Co-Chair  

From: Juana Rangel-Escobedo  

Division: Learning Support Division  

Date: 12/15/2021  
Student Success (STSU) 1530 Transitioning from High School to College  

Re: School to College  

Type of Curriculum Change:  
☐ New Course*  
☒ Nonsubstantial Course Change*  
☐ Substantial Course Change*  
☐ Course Inactivation  

For Course Changes, why is this course being updated?  
☐ For C-ID  
☒ As part of the 5 year review cycle  
☐ Other (please explain): ______________________________________________________  

For New Courses, please enter a justification for the request:  
Please enter a brief description of the background and rationale for the course. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines:  

N/A  

Programs Affected/Stand Alone:  
Please list all degrees and certificates affected:  

None  

☐ Addition to Taft College General Education:  
☐ Natural Science  
☐ Social & Behavioral Science  
☐ English Composition  

*SLOs are required
Justification for Addition to Taft College General Education:

*Please list the General Education SLOs this course meets:

Click here to enter text.
Student Success (STSU) 1530 Transitioning from High School to College (2 unit) CSU

Prerequisite: none

Advisory: Eligibility for English 1500 strongly recommended.

Hours and Unit Calculations:
32 hours lecture. 64 outside of class hours. (96 Total Student Learning hours) 2 Units

Catalog Description: This course will facilitate an understanding of the issues involved in having a successful transition from high school to college. Students will develop knowledge of college resources, campus policies and procedures, and the student matriculation process including orientation, assessment, counseling, and educational goal selection. Students will be introduced to the college structure and catalog navigation needed for selection of a major and course registration.

Type of Class/Course: Degree Credit

Texts:

Additional Required Materials
Taft College Catalog/Student Handbook, current edition

Course Objectives:

By the end of the course, a successful student will be able to:
1. Identify the skills necessary for successful transition from high school to college
2. Demonstrate understanding of the matriculation process
3. Develop skills and knowledge necessary to reach educational goals
4. Identify college expenses, potential financial aid and budgetary resources
5. Identify relationship between education choices and personal values, interests, skills, and personality traits
6. Identify personal barriers that may impede college success
7. Discuss and locate campus support services
8. Demonstrate proficiency in use of Internet resources related to registration, online catalogs, financial aid options, and tools for course selections.

Course Scope and Content:
Unit I  Student Onboarding
A. The Matriculation Process
   a. Application
   b. Orientation
   c. Assessment
      i. AB 705
   d. Counseling
B. Preparing for Instruction

Unit II  The College Environment
A. Campus Environment
B. Administrative Structure
C. Campus Policies and Procedures
D. Classroom Structure and Scheduling

Unit III  Course Scheduling and Registration
A. College Catalog
B. Major Selection
C. General Education Pattern Selection
D. Unit Value and Course Load
E. Self-Registration Process
   a. Priority Registration

Unit IV  The Classroom Environment
A. Common Grading Practices
B. Common Testing Structures
C. Instructional Modes
D. Faculty Communication and Feedback
E. Importance of Academic Achievement

Unit V  Support and Resources
A. Curricular Support
   a. Tutoring
   b. Learning Center/Library
B. Student Services Support
   a. Counseling
   b. Student Life and Co-curricular Activities

Unit VI  Financing College
A. Financial Aid
B. Scholarships
C. Student Work-study

Learning Activities Required Outside of Class

The students in the class will spend a minimum of 4 hours per week outside of the regular class time doing the following:
1. Studying
2. Answering questions
3. Completing required reading
4. Problem solving activities and exercises
5. Written work
6. Observations or participating in activity related to the course content

Methods of Instruction

1. Assigned reading from text and selected references
2. In class and online lectures, demonstrations, and films
3. Discussions
4. Group projects/activities
5. Self-evaluation of student education plan

Methods of Evaluation

1. Journals
2. Written Assignments
3. Chapter quizzes and unit tests
4. Reports and/or projects/case study
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### Course Level SLOs:

**Student Success STSU 1530 Transitioning from High School to College**

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Reviewed by: J. Rangel-Escobedo on: Fall 2021
To: Dr. Leslie Minor Chief Instructional Officer
   Dr. Vicki Jacobi, Curriculum Co-Chair
From: Juana Rangel-Escobedo
Division: Learning Support Division
Date: 12/15/2021
Re: Student Success (STSU) 1550 Funding a Transfer Plan

Type of Curriculum Change:

☐ New Course*
☒ Nonsubstantial Course Change*
☐ Substantial Course Change*
☐ Course Inactivation

For Course Changes, why is this course being updated?

☐ For C-ID
☒ As part of the 5 year review cycle
☐ Other (please explain): ____________________________________________

For New Courses, please enter a justification for the request:

Please enter a brief description of the background and rationale for the course. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines:

N/A

Programs Affected/Stand Alone:

Please list all degrees and certificates affected:

None

☐ Addition to Taft College General Education:

☐ Natural Science    ☐ Social & Behavioral Science    ☐ English Composition
☐ Humanities    ☐ Communication & Critical Thinking

*SLOs are required
Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

Click here to enter text.
Student Success (STSU) 1550 Funding a Transfer Plan (1 unit) CSU

Prerequisite: none

Advisory: Eligibility for English 1500 strongly recommended.

Hours and Units Calculations:
Total Hours: 16 hours lecture. 32 Outside of class hours (48 Total Student Learning Hours)

Catalog Description: This course is an introduction to financial resources and management associated with the costs of transferring from the California Community College to a university. Topics covered in this course include personal income, budgeting, scholarships, grants, federal loans, private loans, work-study, and common issues and misconceptions associated with financing college as a California Community College student.

Type of Class/Course: Degree Credit

Textbook:


Additional Required Materials:
Taft College Catalog/Student Handbook, current edition

Course Objectives:

By the end of the course, a successful student will be able to:

1. Demonstrate knowledge of present and future financial costs associated with transfer
2. Identify and distinguish between common financial resources used for transfer.
3. Demonstrate knowledge of financial responsibility associated with college enrollment
4. Demonstrate knowledge of money and debt management.
5. Demonstrate knowledge of budgeting
6. Demonstrate effective communication strategies with financial aid departments
Course Scope and Content:

Unit I  Understanding Transfer Costs

A. Comparing costs of different types of institutions
B. Comparing fee structure for:
   a. CSU System
   b. UC System
   c. Private Non Profit
   d. Private For Profit
   e. Out of State Transfer
C. Language of higher education

Unit II  Financial Resources

A. Scholarships
B. Grants
C. Federal Loans
D. Private Loans
E. Work-Study
F. Military Benefits
G. Loan Forgiveness Programs

Unit III  University Calculation of Financial Need

A. Expected Family Contribution
B. Communicating with the Financial Aid Office
C. Recalculation of Need

Unit IV  Credit Scores/ Loan Eligibility

A. Common Loan Vendors
B. Limits on Loan Access/Co-Signer
C. Repayment Terms
D. Credit worthiness rules for students and parents
E. Default Consequences

Unit V  Consumer Awareness/Fraud Protection

A. College Disclosures
B. College Scorecard
C. Scholarship Application Vendors
D. Debt Relief & Consolidation Scams

Unit VI  Decision Making and Budgeting

A. The role of emotions, attitudes, and behavior in making financial decisions
B. The role of family or support system in financial decision making
C. Weighing cost and benefits of transfer
Learning Activities Required Outside of Class

The students in the class will spend a minimum of 4 hours per week outside of the regular class time doing the following:

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2. Answering questions
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Reviewed by: J. Rangel-Escobedo on: Fall 2021
AP 4025  Philosophy and Criteria for Associate Degrees, and General Education, and Baccalaureate Degrees General Education

Reference:

Title 5 Section 55061 et seq.; Title 5 Section 55063; Title 3, Section 78040 et seq.; Accreditation Standard II.A.3I & II; AB 1725; AB 927

Philosophy and Criteria for Associate Degrees General Education

The philosophy and criteria for the associate degree, general education, and baccalaureate degrees general education should address the considerations contained in the references listed above. These include, but are not limited to:

A. The programs of the District are consistent with the institutional mission, purposes, demographics and economics of its community.

B. The philosophy and criteria regarding the associate degree references the policy of the Board of Governors that the associate degree symbolizes a successful attempt to lead students through patterns of learning experiences designed to develop certain capabilities and insight, including the ability to:

a. Think and communicate clearly and effectively orally and in writing,
b. Use mathematics,
c. Understand the modes of inquiry of the major disciplines,
d. Be aware of other cultures and times,
e. Achieve insights gained through experience in thinking about ethical problems, and
f. To develop the capacity for self-understanding.

The philosophy and criteria regarding general education reference the policy of the Board of Governors that general education should lead to better self-understanding, including:

A. General education is designed to introduce students to the variety of means through which people comprehend the modern world.

B. General education introduces content and methodology of the major areas of knowledge and provides an opportunity for students to develop intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity.
C. As part of the pre-approval process, each course is reviewed for compliance with minimum requirements for the Associate Degree. The Curriculum & General Education Committee determines appropriate placement in the lower division General Education areas, and the Articulation Officer submits to the CSU system for approval in the GE Breadth and IGETC. Once approved by the CSU and the UC, it is added to the transfer general education patterns.

B. Philosophy and Criteria for Baccalaureate Degrees

General Education

A. Students completing a baccalaureate degree shall complete the CSU General Education Breadth pattern or Intersegmental General Education Transfer Curriculum general education pattern for the lower division general education.

B. The college shall require a minimum of six additional semester units of upper division General Education courses. Upper division General Education courses should come from at least two disciplines outside of the major, one of which must have an emphasis in written communication, oral communication or computation. The Curriculum Committee shall define the relevant upper division coursework required at the college for completion of a baccalaureate degree. Upper division courses are defined as requiring lower division knowledge and applying that knowledge as demonstrated measures of critical thinking through writing, oral communication or computation. Upper division coursework may also encompass research elements, workforce training, apprenticeships, internships, required practicum or capstone projects.

C. Upper division courses typically will have one or more lower division or upper division prerequisites that have been established using content review of the entry skills necessary to be successful as outlined in Title 5, Section 55003. Courses that have been designated as upper division are only intended to be applicable to baccalaureate degrees.

As part of the pre-approval process, each course is reviewed for compliance with minimum requirements for the Associate Degree. The Curriculum & General Education Committee determines appropriate placement in the lower division General Education areas, and the Articulation Officer submits to the CSU system for approval in the GE Breadth and IGETC. Once approved by the CSU, it is added to the transfer general education pattern, based upon guidelines established in Title V 55806.
BP 4025  Philosophy and Criteria for Associate Degrees, and General Education, and Baccalaureate Degrees

General Education

Reference:

Title 5, Section 55061; Title 3, Section 78040 et seq.; Accreditation Standard I and II.A.3; AB 1725; AB 925

The awarding of an Associate or Baccalaureate degree is intended to represent more than an accumulation of units. Students awarded an Associate degree, Bachelor’s degree, or students certified as meeting general education requirements for either the University of California system or the California State University system, should be educated in a broad sense. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding.

General education is not the same for everyone, thus, some range of choice shall be incorporated into any general education pattern. The general education pattern may include applied as well as theoretical courses. In addition to general education accomplishments, the student receiving an Associate degree or Baccalaureate degree shall possess sufficient depth in some field of knowledge to contribute to lifetime interest and understanding.

Central to an Associate degree or Baccalaureate degree, general education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most important, general education should lead to better understanding.

In establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major society problems. To assure student success, basic education courses, courses in the arts and sciences, courses in history and government, courses in humanities and physical education, which are appropriate to serving general
educational purposes, must be constantly reviewed, and updated to maintain their relevance to current student needs. As the total college environment contributes to the overall education of our students, care must be taken to make all college experiences constructive and meaningful.

The Superintendent/President shall establish procedures to assure that courses used to meet general education, Associate degree and Bachelor degree requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate involvement.
AP 4100  Graduation Requirements for Degrees and Certificates

Reference:

*Title 5 Section 5580 et seq.* Education Code Section 70902(b)(3); 78040, *et seq.; Title 5, Sections 55070, 55800, et seq.*

**Associate Degrees**

For the Associate in Arts or Associate in Science degree, a student must demonstrate competence in reading, in written expression, and in mathematics. The student must satisfactorily complete at least 60 semester units (or 90 quarter units) of college work. A minimum of “C” (2.0) grade point average (GPA) and a minimum of “C” in all courses in the major (field of study), local general education requirements, and competency fields. Double counting of coursework is permitted. A course may be used to satisfy both a major requirement and a general education requirement, but not two general education areas. A definition of “college work” that provides that courses acceptable toward the associate degree include those that have been properly approved pursuant to *Title 5 Section 55002(a)*, or, if completed at other than a California community college, would reasonably be expected to meet the standards of that section. The work must include at least 18 semester units (or 27 quarter units) in general education and at least 18 semester units (or 27 quarter units) in a major listed in the Community Colleges “Taxonomy of Programs.”

The work must include at least 12 semester units (or 19 quarter units) of study in residence; exceptions to the residence requirement can be made by the Board when an injustice or undue hardship would result. The general education requirements must include a minimum of work in the natural sciences, the social and behavioral sciences, humanities, and language and rationality. *Ethnic studies must be offered.*

Students may petition to have noncredit courses count toward the satisfaction of requirements for an associate degree. *Ethnic studies must be offered.*

**Bachelor Degrees**

For the Bachelor in Science degree, students must satisfy the residency through completion of a minimum of 12–units at Taft College and current enrollment. In addition to satisfying the residency requirements, to be awarded a bachelor’s degree, students must satisfy the additional following requirements:

a. Completion of a general education sequence appropriate to the completion of a bachelor’s degree such as the California State University System General Education Breadth (CSUGE-B) breadth pattern or Intersegmental General Education Transfer Curriculum (IGETC), as approved by Taft College Curriculum and General Education Committee.
b. Completion of all courses within a bachelor’s degree defined major or concentration (minimum of 24 upper-division units within the major).

c. Completion of a minimum of nine upper division with at least six (6) upper-division units taken outside the major area of emphasis (i.e., upper-division general education coursework).

d. Completion of a minimum of 120 total semester units.

e. Students completing a bachelor’s degree have no limitation on the number of units that can be applied to both general education and major units.

District policies and procedures regarding general education and degree requirements must be published in the college catalog and must be filed with the California Community Colleges Chancellor’s Office.

**Certificate of Achievement**

For a certificate of achievement, a student must successfully complete a course of study that consists of 16 or more semester units (or 24 quarter units) of degree-applicable credit coursework. The certificate of achievement shall be designed to demonstrate that the student has completed coursework and developed capabilities relating to career or general education.

Shorter credit programs that lead to a certificate may be established by the District.

Content and assessment standards for certificates shall ensure that certificate programs are consistent with the mission of the District, meet a demonstrated need, are feasible, and adhere to guidelines on academic achievement.

**Local Certificates**

Certificates for which California Community Colleges Chancellor’s Office approval is not sought may be given any name or designation deemed appropriate except for certificate of achievement, certificate of completion, or certificate of competency.
BP 4100  Graduation Requirements for Degrees and Certificates

Reference:

Education Code Section 70902(b)(3); 78040, et seq.; Title 5, Sections 55070, 55800, et seq.

The District grants the degrees of Associate in Arts and Associate in Science and Bachelor in Science to those students who have completed the subject requirements for graduation and who have maintained a 2.0 average in subjects attempted. Students must also complete the general education, residency, and competency requirements as set forth in Title 5 regulations.

Students may be awarded a Certificate of Achievement upon successful completion of a minimum of 48 or more semester units or 27 or more quarter units of degree-applicable coursework designed as a pattern of learning experiences designed to develop certain capabilities that may be oriented to career or general education.

The Superintendent/President shall establish procedures to determine degree and certificate requirements that include appropriate involvement of the local curriculum committee. The procedures shall assure that graduation requirements are published in the district's catalog and included in other resources that are convenient for students.

See Administrative Procedures AP 4100